

**“Winding Down and Moving Up”
Sustaining VTSS Implementation**

Session 4

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“Winding Down and Moving Up”: Sustaining VTSS Implementation

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Drawing up Our Plans for Secondary VTSS
(continued)

1:00 pm – 4:30 pm

Dr. Mark Shinn

00:00:00

Dr. Shinn: ...--presenter's nightmare, middle school/high school after about 2:30 your bodies tune out. Because your normal work day and it's summer compounding, so you know, let's, let's push through our last 40 minutes here, so I know focus the energy. Take that sugar and salt, put it into your brain if that's possible and help me out here....

00:01:00

Dr. Shinn: ...You guys ready? You're first. You want to go to the tables Wayne or you want me to do it? Okay start with them? Okay what's your, yeah each table we're gonna go very quickly boom, boom, boom. Less than five minutes.

Respondent: We were just saying that we are elementary level so we've been trying to take everything, what he's saying and apply it to the elementary level. Our biggest thing that we're talking about right now is reflecting on not just what we're doing at that tier one but also the tier two and tier three and trying to get everybody involved.

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Respondent: Not just the teachers, we're seeing there is a lack in the commonality of us in the school. The librarian that's our big thing, whenever you said that that was a big aha ha to us. And just trying to make sure they're all you know, getting involved as well.

Dr. Shinn: Cool.

Respondent 2: We talked about implementing, we're moving this up into seventh and eighth grade this year, so training of the teachers and the fidelity of our writing program is a couple things that we mentioned. Trying to make sure that was carried out.

Dr. Shinn: Great, people teaching writing.

Respondent 3: At the secondary level we have so many teachers who teach literature and reading, they were trained to teach literature and we've always heard when we're secondary we don't, we weren't trained to teach kids how to read. And so we're up against that mindset.

Dr. Shinn: Well remember that's true, right? So they're not teaching them how to read they're supporting understanding of reading.

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Respondent 4: Our takeaway is critical thinking needs to be explicitly designed in each and every lesson in each and every tier.

Dr. Shinn: Don't let kids read your mind.

Respondent 5: She talked to herself.

Respondent 6: Just the need to move away from a teacher chosen you know, mostly fiction type of program to a specific program that contains all the various levels that, that are needed.

Dr. Shinn: Independent contracting is nice but not sufficient, right? Every needs to have a voice in how they teach. But it can't just be their voice.

00:04:00

Respondent 7: Okay, Patrick is gonna hold it for me because I have shaky hands. So in Charlottesville we've moved to skill based pacing guides. We no longer have genre, or unit or novel based pacing guides so all of our instructions align to the SOLs. We pulled the skills so teachers are teaching the same skills but we use a variety of texts to get to the skills. We've adopted common discourse for before, during and after we use PAR, assist the reader, you know, maintain and make relevant the information. And then for writing we're trying to do the same thing with Common Language vertically/horizontally. And we have new leadership teams so that we have representation from special education, ESL, gifted, [Avid ?] everyone we come together where we share strategies to push out to the schools.

Dr. Shinn: So common vocabulary and common and what we would hope would be robust strategies that can be useful.

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Respondent 7: Yeah and we have [Holt and Wright ?] source online textbooks, we're all online with our textbooks now so we do use those. But we also use novels and we do have some teachers who will hold fast to some of their favorites. But we also have a lot more teachers using lit circles and more choice. So I think we're moving in the right direction but we have a scripted program.

Dr. Shinn: So how many of you have learned strategies to teach kids how to write on the text? The problem is on electronics how do you write on the text.

Respondent 7: We have tablets.

Dr. Shinn: PDFs, and so there are strategies to be able to do that, writing on the text is a very useful strategy.

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Respondent 8: Okay I don't teach language arts, but our language arts teacher across the table here said that we use the Prentice Hall book and she thinks that it has a good language approach. But there is not as much non-fiction as she would like to see.

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Respondent 8: We've been talking about today a comprehensive language approach, and moving in that direction.

Dr. Shinn: Great thanks.

Respondent 9: We were talking about how in our middle school we see a lot more of fiction reading and novels, and not as much non-fiction and even technical writing. So they're writing stories but they're not learning I don't know, when you get older maybe in high school how to write a resume, or how to write a memo, or a letter to someone.

Dr. Shinn: How to use evidence to defend a perspective.

Respondent 10: We discussed how each grade level has a certain curriculum that's relevant to the student's skill level. So through data collection and data meetings we'll be able to you know, pinpoint skill levels and have that reflected on what the student needs are.

00:07:00

Dr. Shinn: Okay thank you.

Respondent 11: At our middle schools our students all work on self-selected text, so we use that as our primary mode of instruction. And then we're working on integrating writing and reading so that good writing leads to good reading and good reading leads to good writing.

Dr. Shinn: Okay so self selected text is your student curriculum. Okay, so okay, so what could be worse than teacher selected literature?

Respondent 11: Students selecting books that are on their reading level that teachers work make sure that they know how to select a proper text, then they use that when they do mini lessons during the day so then they go back and students will then use their own novels to reinforce the lessons their learning. So that students are motivated by picking their own books, and they're reading books that are appropriate for their level as opposed to class text.

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Dr. Shinn: So you're one of those schools that has that 80 percent of your kids prepared for navigating novel and expository text.

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Respondent 11: I'd say we're close to that yes.

Dr. Shinn: Okay cause if--

Respondent 12: The other part of that two is that teachers spend time within that block conferencing, so there is that element of the literacy circles. And I think the shift within the last couple years is you can literally ask any teacher bring up a child's name and they can tell you exactly where that child is and where in those you know, tiered levels of instruction they, they are.

Respondent 13: It's county wide so it's not just--

Dr. Shinn: Great I just worry, my son was in a self-selected and the teacher of course couldn't possibly know all of the texts that the kids read.

Respondent 12: --I'm in a middle school now but I just came seven years from being principal at an elementary, mini lessons that the teachers are not the self selected, they're, there is a specific skill that they're talking. The mini lesson is taught, you know, all the students it's in a whole group.

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Respondent 12: And then, then they brand out, and there's a, you know, a center for self-selected where they're buddy reading, or reading to their self, or you know, something like that.

Respondent 13: The initial SOL instruction is actually happening in language arts and then reinforced in the separate reading class.

Dr. Shinn: Yeah now that's different, okay so--

Respondent 12: We had to articulate it.

Respondent 11: It's way more complicated, it's way more complicated than just self-selected, but, but that is the, what is what drives our reading instruction.

Dr. Shinn: Yeah, well yeah, so I don't want to get too bogged down because that would be one of those things where you call it a gopher. What do you call it, you get the rabbit or you get some whack-a, no, no that's not the phrase I use. So kids reading books at their own level a lot with guided coached reading I think is really great. It's just when that becomes the sole focus it becomes potentially really overwhelming to deliver with effectiveness okay. Because I'll go back into not just my own son's stories, but too many teachers trying to keep track of too many kids that things read and then they can't probe kid's deep enough on it.

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Dr. Shinn: It requires a ton of commitment that teachers know so much different stuff, so.

Respondent 11: Scott is being very humble they also use their media specialist to do that kind of thing too.

Respondent 14: At the middle school where I worked in addition to the language arts program we did have a scheduled period for, you said remediation, we called it academic lab. And we have, I was the reading specialist there, and I trained 17 teachers, content area teachers, in guided reading. So we got the ratio down to eight to one, somewhere between six to one, eight to one for that period, for those students. And the added benefit was also that the teachers that were trained then were also the science teachers, the social studies teachers, so they then took those reading strategies and were applying them just embedded them straight into their teaching practice in their content area.

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Respondent 14: So we saw that reading instruction then was happening all day long, and additionally because it's middle school model the teams then had core reading strategies that the students were then seeing all day long, so.

Dr. Shinn: Great one more and then we're gonna shift over. I did leave a couple people out but I did get more people involved in this way at this time of the day.

Respondent 15: We are reviewing our scheduling for the middle school and high school level. And at the middle school level we are incorporating time to do more with the interventions in building that into the schedules.

Dr. Shinn: Okay, so we've got some things in terms of being able to take inventory. What's working, what's not working? What do we agree with, we don't agree with, again trying to provoke some discussion, are we getting our best bang for the buck?

00:12:05

Dr. Shinn: Okay, I'm gonna cover a couple things fairly quickly because I want to spend a few more minutes on another integrated area which is behavior, but to get there I want to touch on two things that we tend to ignore. Okay, and here's where things on content learning curriculum or SIMs strategies can be really valuable. We know when you look at all the things, the unifying things on adolescent literacy, across content area there are a couple things that really stick out. Okay, and again we look at all of the things that we know coming out of the synthesis of research. Almost all the task forces agree this is one, it's in your folder, you can read about it on my website improving adolescent literacy. Okay these are some really heavy hitters. Things that we have very strong evidence for, explicit vocabulary instruction and explicit comprehension instruction. If I

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asked, what is the strategy you use across your classrooms to teach vocabulary what would you say?

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Dr. Shinn: If I said what is the strategy, I didn't say plural, what is the strategy you teach, or your teachers use to support understanding? What would that be? These are things that jump out, whether you're a PE teacher, driver's Ed. teacher, general Ed., content area, literacy you name it, what is it? And again I'm not gonna have you take this poll in the interest of time this afternoon. But if you had to identify it where would you put yourself. It may or may not be a consistent priority that you have explicit vocabulary. Everybody does something but it's all different, teachers know and use an evidence based vocabulary strategy and expect students to use it, or you don't know. It boils down to teaching kids the right words the right way. What do we know doesn't work?

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Dr. Shinn: Having kids look up words in the dictionary. It doesn't work. Kids don't use it, and why? One of the things we do, and you've got a couple things, one is a book and it's one of the most important books I think anybody could read, which is Isabelle Beck and Marjorie McGowan's book it's so great in terms of bringing words to life. Now the challenge in this book is it was written before multi-tiered services so she talks about tier one words, tier two words, tier three words and you can't read that vocabulary the same way as we would use those words. Tier one words are every day words, tier two words are important words, tier three words are very discipline specific, very infrequent okay. Well we take a look at those things, what are the right ways to teach words? We could look at, I mentioned Kevin Feldman's name, and Kate Kinsella, you've got this in your readings on vocabulary.

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Dr. Shinn: This is a nice synthesis about what does and doesn't work to teach kids vocabulary. And this to me becomes parts of the standard tools in our repertoire. If we don't know how to teach words the right way, and the right words we're gonna kind of get ourselves in trouble. We're actually going through our school psych graduate school curriculum and identifying the words that we need to explicitly and consistently teach. Wow, we're making a whole bunch of things, and boy that's some work to do, but you know what we're doing? We're getting better student achievement. We're explicitly teaching these things. Oh yeah, yeah can read they can maybe figure out some of them on their own, but we're providing a set of additional resources. Now here are some things to think about, these are words, think about this comes from a lot of work by a guy named Coxhead from the academic word list, and here are some examples of words that we would expect kids to know but many kids do not. Analyze, approach, area, assess, assume, authority, available, benefit.

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Dr. Shinn: I’m looking at these words like what middle school/high school kids don’t know these words? A lot of them don’t, when you look at another way of organizing at the word generation project with Katherine Snow, Harvard University. You know, so you take a look at wow, here are some words and again they organize them not alphabetically but this is interpret, prohibit, vary, function, hypothesis. Words that kids encounter in textbooks and text that are not part of their every day language. This is academic English, and we can’t be haphazard in ensuring kids acquire it. What’s your plan to ensure that your kids improve in their academic English? Me, if I would walk into a school, elementary/middle school in particular and there is a computer, and I went to see on the web browser what would be on everybody’s web browser I would look to see a dictionary at the first level in bookmarks.

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Dr. Shinn: The one that’s most commonly used for this purpose is Longman, it’s free, and one of the things you can be assured of it’s designed specifically for English learners. And the definitions are provided in everyday words, which is one of the secrets to vocabulary development. Your definitions to the greatest degree possible should be in every day words. If you had to take inventory is vocabulary development consistent, conspicuous, explicit vocabulary development a priority in your school? The lower socioeconomic status, your student population the greater the need because we know about the cycle of academic English or lack there of being passed on generation to generation. How do we address that? You can take a look at proven programs, if you haven’t seen Anita Archer’s programs, which tend to be used at tier two, they do a very nice job of teaching vocabulary.

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Dr. Shinn: Here is what’s an interesting notice that there is a Rewards secondary, there is Rewards social studies, there is Rewards science. A high school that a colleague of mine was working with their tier two students who were doing social studies Rewards were outperforming tier one kids on their social studies tests. So guess what the social studies teachers did? They did Rewards for everyone. These are things we want to take a look at, things that are not super expensive, that can really speed up implementation of things like vocabulary. Now we take the same thing with respect to there is things coming out from, this is from Core, this is called Word Intelligence. They had a big federal grant and they put together words for essential for social studies, okay.

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Dr. Shinn: Nine hundred words plus prefixes, suffixes and root words, again if you look at the contributors to this document their, their program they went to the best people in the country in terms of vocabulary development. If you want to improve, really move the dial for your social studies go online and take a look at the core word intelligence. Ask yourself, ask if you can get an examination copy. Now quickly comprehension, so if I

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gave you this poll, not now, how do you, how do your teachers support understanding? How many of your teachers use as a question asking strategy first come first serve? Free for all, where people can answer questions whoever is the first one, high performing kids those are the kids that jump in. Low performing kids tend not to volunteer. What is the strategy you expect your teachers to use and to support? Well, everybody does their own thing? Some people do, some people don't.

00:20:02

Dr. Shinn: Well guess what, if we really want to get people to be really good at navigating informational or narrative text we've got to provide a scaffold to do it. Here is one, wow it's one of many. It's called the PQCS strategy, prediction, question generation, clarification, summarization. You might have a different one. You might not have one. Me, if I'm developing my plan at middle school/secondary, high school whatever I want to ensure that we've got a range of choices that we're going to prioritize. Because if we leave it teacher to teacher without staff development some people may support understanding and some people may not. Now I had to cover those areas quickly. There are some other things, if you've never seen Doug Fischer's staff development he's even got a YouTube video channel, didn't know you could have a YouTube video channel.

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Dr. Shinn: If you want to see examples of high quality explicit instruction to support understanding explore these websites, they're really good. Anita Archer, this is her website, explicitinstruction.org, she'll have things about increasing engagement at middle school, seventh or eighth grade. Introducing vocabulary ninth graders, some things at high school, things you can take a look at to see what this actually looks like in classrooms. Now I wanted to get here, since I wanted to make sure we had an opportunity to ensure that these things were integrated efforts rather than separate, okay. You have an opportunity to see one hand feeding the other. So now it's 2013, we can go back in 2005, the National Association of State Directors of Special Ed. put together the triangle that had two sides.

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Dr. Shinn: Academics on one, behavior on the other, but still in too many places people are treating these things as separate initiatives. Time to adopt a common language and move forward. At the level of the school requires leadership, you don't vote on it. Identification of your school wide expectations, active and ongoing teaching of those expectations, active and ongoing. Active and ongoing recognition of attainment, and active including plans for the starter fuel for so much misbehavior, tardies. Now whether you do or do not use Swiss, nice but not necessary. Many people track discipline referrals as the primary thing, that's what makes something PBIS.

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Dr. Shinn: No it's not, it's the part that can aide you in understanding how well things are working, but I see people saying we don't need behavior because we don't have a lot of office referrals. People get focused too much on Swiss rather than teaching behavior expectations across environments. There is not a place that I know of that wouldn't get better outcomes if they focused more on positive and preventative behavior. It just is a small cost for a huge return. If you've got a high performing community or a community with high percentage of at risk kids the only difference is it's easier to implement where you don't have high levels of overt anti-social behavior right now. Just the ease of implementation, so if it's easy to do, why not?

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Dr. Shinn: And personally I want to have like merit badges, wouldn't you like to have a merit badge system like if you were a member of scouts. Remember I was a cub an then I went to wolf, and when you built a campfire they gave you like a little achievement thing, and when you got to make pancakes at home, you got checked out. See I'd like us to be able to have merit badges, hi I'm a certified classroom check out behavior support person. I passed my standard, okay, that we could actually have some kind of acknowledged system for people doing really great things and learning new skills and techniques. At the level of school that does not require a within the class commitment, but how many of you know how to assess classroom environment in the first seven to ten minutes? Any of you know that little checklist that you can do to assessment classroom climate the first seven to ten minutes, cause you can judge classroom environment in seven to ten minutes. There are signs of well managed and well run classrooms, go on my website, go under Rob March Gems, under behavior, you'll find it, and there is a little presentation on the signs of a well managed classroom you can assess in the first seven to ten minutes.

00:25:10

Dr. Shinn: Anybody giving anybody any feedback on that? How many of you go out of your way to address students by their name? Did you know that is one of the signs, number one, two or three is a sign of being treated with respect. When teachers use their names, how many of you make a concerted effort to greet kids at the door as much as you can even though you got a billion other things. Those are things that contribute to a good classroom environment. How many of you know the first thing you're gonna do with those kids and it's ready as they walk in the door? These are things that are signs of well managed, well dah dah dah classrooms, and many of us have not been taught any of those signs. How many of you say happy birthday on a kid's birthday?

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Dr. Shinn: You see that schools that have these cultures have all the kids' birthdays distributed among the staff, special things in the summer time. But on somebody's

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birthday somebody seeks out that kid and just shake their hand, and says happy birthday. These are all part of school wide behavior support that incrementally make kids easier to teach. And if they're easier to teach they will learn more and your job will be easier. These are all things that go into school wide positive behavior support, and here is this notion, how does it actually translate into the classroom? How do we actually bring this in? Okay, so as we sit down and say have we had our staff get their merit badge for appropriate praise and use of reprimands? Have we had staff development that we just don't approach kids straight out, but always approach kids at a 45 to 60 degree angle. Do we know that one of the ways of making kids less threatening to begin to give a reprimand, shake their hand.

00:27:00

Dr. Shinn: Kind of hard to run if you're shaking your hand, shaking somebody's hand is a relatively less threatening advance. Have we gone through some of this training with our staff, makes a difference. So I will take one more poll at the end of the day and I'm gonna sort of make it sort of open ended cause there is a billion things we didn't get a chance to discuss. Where are you in terms of implementation? Three tiers of behavior support including classroom coaching and consultation, that's our middle school or high school. Or right now we're doing tier one, PBIS. Or right now we've got tier one plus we're beginning tier two and tier three. No PBIS, business as usual, tools in the toolbox, suspension, expulsion, suspension. The things that are designed for Bart Simpson but work with, work best with Lisa....

00:28:00

Dr. Shinn: ...You know, if only Virginia had some support to implement PBIS, do you guys have any statewide support to be able to support implementation? That's a hint. Representatives stand up and tell people what kind of services are available.

00:29:00

Dr. Shinn: Who is our spokesperson? Stand up, come on. You can all do some choral responding if you want.

Respondent 16: Do you want them to talk?

Dr. Shinn: Yeah I want one, at least one person to tell people what services are available to them.

Respondent 17: Tell them what services are--

Dr. Shinn: What do you guys do?

Respondent 17: We work with divisions to support in partnership implementation of PBIS. And Virginia is part of a national network, we've been at this for seven years,

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eight years, eight years. So we really work with divisions and we have different steps that we take, that we go through with divisions to establish collaborative partnerships to help you organize yourselves so that you can support the schools to be able to organize themselves to be able to implement something like this.

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Respondent 17: And it's a very systemic progress where we coach at both the division and the school levels and work with you all to build your own capacity to do that for your selves. So anything else to add girls? No questions.

Dr. Shinn: I don't need that, so one of the things I'm trying to communicate today is there is not just outside the state people that can help you. like okay I can come and talk and junk like this, but there is inside the state capacity. And not just informal but actually established experienced trainers with how to deliver it in your schools with your own unique constraints and your own unique vocabulary. Do you have something else you want to add, feel free.

Respondent 18: The question, the question was who are those masked people?

Dr. Shinn: Who are those masked people, how do people find you?

00:31:00

Respondent 16: They are TTAC specialists from Old Dominion, Radford, JMU okay, William and Mary.

Dr. Shinn: Okay, so are you folks alone in this in terms of your staff development efforts? Heck no, I'll go back into it if Virginia can't build it who can? Okay, pretty sophisticated audience, nice place to live, green hills and mountains and stuff like that, increasing wineries so you can go out and have fun if you have a good time.

Respondent 16: So Mark could you go back to that one slide again I wondered if, I wondered if the PBIS specialists are surprised by that data slide?

Dr. Shinn: That's a good question.

00:32:00

Respondent 17: It wouldn't surprise me if the majority of the schools in the room were implementing PBIS and were getting the kind of support that Kim spoke to. I'm actually very impressed by the level of implementation at tier two and tier three. Since it's often times challenging to get a strong tier one in place in order to build on tier two and tier three interventions. So a little bit surprising, but also very impressive. We have that number of schools in the room.

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Dr. Shinn: Cool, now there is a folder for you on my website. And the folder includes things that can advance your implementation. Okay, I met Randy Spring in 1975, Randy Sprick does Safe and Civil Schools. All these things they all live in Eugene, or they used to live in Eugene, they're all sort of inbred like everybody else in the world. Randy Sprick does a really nice job with his Safe and Civil Schools.

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Dr. Shinn: And you can find everything from bus driver training, typically one in four incidents of anti-social behavior occurs getting to and from school. Usually that's on busses, does anybody bother to train bus drivers in effective strategies to prevent problem behaviors? One in four problems, middle school/high school tends to occur in cafeterias and lunchrooms. Has anybody done some kind of analysis of the factors that increase or contribute to misbehavior, anti-social in the lunchrooms? These are half of your problems are getting kids to and from school and in the cafeteria or lunchrooms. Another quarter of problems are gonna occur where? In the hallways, take those three environments and that only leave one in four problems typically occurring in the classroom. How are we addressing all of these environments?

00:34:02

Dr. Shinn: Well we can take a look a bunch of different people, you can go to Rob March, www.successfulschools.org you can go to the national PBIS network. I don't know if you guys have your own website, do you have your own website for Virginia? Oh darn, well you should put that up there too cause there is ours and Illinois. And the websites, my apologist that's really bad on my part, so I owe you one, or two, or three. But wow we have resources. Me I like to be able to sit down and say proactively, if I'm working on something around academics I should have at least one major step forward in terms of what I'm doing around social/emotional behavior. Me I like to do this, here is my school wide system, and so I'm gonna be doing some type of PBIS. I might have a strategy specifically for tardies, my favorite is start on time. I would have something specifically for within the class targeting my early adopters in the first year to get some feedback on how they're setting up and managing their classrooms.

00:35:08

Dr. Shinn: And I would provide anybody planned access to behavior coaches for signups and earning their merit badge. Some notion of monitoring or recognizing success, my tier two these are all same variations on the same thing. Whether the program is called Connections, Check in/Check Out, check and connect, they're all variations on the same body of knowledge. And then access to behavior coaches, when I get to tier three anybody in the room a certified behavior analyst? Any of you have a certified behavior analyst in your school or division? Any of you have a behavior analysis training program in your state and do you know where they are? Because again at least for a division I'd like to have at least one certified behavior analyst, not

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just for multi-tiered serviced but if I’m dealing with sizeable proportions of kids with autism etc.

00:36:04

Dr. Shinn: It’s a really important resource to have on board, all right we’re really close to four. I want to make 15 minutes of do what you want, ask me any question that you might like. There is a billion things including a number of things that are free, okay. So again probably as, as usual I tend to produce about three days worth of work for about one day of time. And you’re probably already your brains are fried. So what about some of these kind of lingering questions? End of the day. Yeah. Yeah absolutely brief okay, so.

Respondent 19: Seventh, I’m sorry not sixth and seventh, seventh and eighth.

Dr. Shinn: Seventh and eighth okay, so frequent progress monitoring.

00:37:00

Dr. Shinn: Tier one, tier two, tier three which one?

Respondent 19: Two, all of them.

Dr. Shinn: Okay so fundamental idea, okay vocabulary benchmark assessment. Benchmark is regular, typically three times a year, universal screening and universal progress monitoring okay, benchmarking three times a year you’re screening and progress monitoring everyone. My bias is this, first year of middle school I’m going to benchmark kids in middle class communities. So that means by grade six if my kids are really pretty good at the end of grade six I’m not gonna be progress monitoring through benchmarking at tier one, don’t need one okay. Okay so seventh grade I might go to universal screening, I might screen my, all my beginning of the year seventh graders, or use my end of the year sixth grade data.

00:38:03

Dr. Shinn: Okay, and individually screen in seventh grade, okay move-in kids okay. But I’m not gonna progress monitor tier one in seventh grade in a middle school class community. If my kids are more needy I will, and if, I will take that up into ninth or tenth grade in really high need communities. Tier two I’m gonna monitor, I’m gonna suggest once a month monitoring. Once a month I don’t need to do it every week. If you do it every week that’s cool but you don’t need to. You can do it every other week that’s okay too. Tier three I want to monitor weekly, and the biggest bang for the buck will always be oral reading. Standardized measure of general reading achievement, you will still run into I know the kids who can read but not understand. Let me be clear, reading comprehension is a tier one problem.

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00:39:02

Dr. Shinn: It's not a tier three problem. It's a tier one problem. You have kids in special education year after year after year that have comprehension goals. I'm gonna tell you that's a sign that you're not successful. Comprehension, there are many kids who struggle with understanding, especially adolescents. Reason number one if they can read is they don't care. Did you know that motivation is essential, how many of you could tell me the five areas of adolescent reading? I bet you could tell me the five areas of elementary reading. Phonemic awareness, vocabulary right, but they're not the same for secondary. Phonemic awareness with secondary kids, oh no, no, no it's word knowledge, fluency, vocabulary, comprehension and motivation.

00:40:07

Dr. Shinn: Ewww, so if I can monitor progress an basic reading skills, screen basic reading skills, okay, do that regularly my tier two and tier three preferably is gonna be oral reading. Knowing that some kids can read okay but not understand what they're reading, and there is lots of reasons, number one being motivation okay. That means they also need to know more about comprehension instruction and support in tier one. The data from people like Daniel Willingham, University of Virginia he must know something right? That's a poke at those people who don't go to the University of Virginia, Willingham and E. D. Hirsh would say ten to twelve lessons, not years, months, ten to twelve lessons max to produce demonstrable achievements in kids understanding if they can read and they're supporting in content area classrooms.

00:41:05

Dr. Shinn: I want to turn comprehension stuff, it's hard to measure, it's hard to monitor progress, it's hard to screen, it's really messy and muddy and sloppy and dirty. But basic skills in reading is relatively straightforward okay. Now once they get older kids, like ninth grade I'm gonna use my extant data, things that already exist as maybe my first pass. But follow up individual kids with oral reading. Move-in kids, kids that are struggling, I could screen you know, in five minutes I don't need to spend a big amount of time. But keep it fairly simple, okay. Measure the curriculum based measurement family were designed to be short tests not to measure fluency but they were designed to be short tests so it wouldn't take a lot of time away from teaching. So why would we have kids do an eight minute math test? Because eight minutes needs to be long enough to be reliable but it's not like a 30-minute math test.

00:42:03

Dr. Shinn: Okay, so there are reasons why the tests are actually short, it's a really important question that of course was next on the list, so.... That was only about 12 seconds Mark, not good monitoring.... Now it's a contest to see who is gonna talk first, I gave in. Now there have to be at least one other burning question or something that I need to clarify or apologize for....

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00:43:00

Dr. Shinn: ...Okay so I'm not gonna talk about these things, they're in your handouts. Did you know all of these things about improving instruction are free? Staff development doesn't cost money, no, no programs to be able to deliver this. Let me make a pitch for learning what a good syllabus is and what it can do for you. If you have teachers that complain about kids who say when is that due, and you get more than two or three kids saying that that's not a kid problem that's a teacher problem. If you're constantly saying what, what does that look like, what, that's a teacher problem. Now in today's era a syllabus is our tool to support independent learners. It's a scaffold for understanding. If you've done anything with respect to a course or anybody been trained in the course organizing routine? Okay that's like a ton of work I don't know if you need to do that to develop a good syllabus.

00:44:04

Dr. Shinn: It can be sort of helpful, but a good syllabus is designed first and foremost for me to know what I expect and what I need to teach my students. Coming to class for me, always teaching freshmen, multiple times a week is coming to class prepared means bringing your syllabus. Bring your syllabus if you want to talk to me about when is that due, my first response will be tell me what date is in your syllabus, oh I don't have my syllabus. Well when you have your syllabus then we can have that discussion. I want to create a condition so that students are learning to depend on themselves rather than me. And a scaffold is designed to support student learning. A good syllabus and a consistent format like how to get help, do you think that should be on your syllabus? Yes because everything on your syllabus you teach your students.

00:45:00

Dr. Shinn: If you need to teach them how to get help, and you should, it should be in your syllabus. How to get help means how not to get help. You teach positive and negative examples. When we look at things like building a better grading system, how many of you know in advance how many points you're gonna have during the quarter? How many of you design your grading system at the beginning of the term or you wait till everything is done and you start doing the math. I still see probably now about 50 percent of teachers build their grading system reactively rather than proactively. When you see one of the signs of good student learning and effective grading system you should be able to go to ten kids in your class and ask them what their current grade is at any given time and at least eight of them better be right on the money or your grading system is working to your disadvantage. Did you know you can read about building a better grading system by reading chapter two in Randy Sprick's book on Discipline in the Secondary Classroom?

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Dr. Shinn: And you don't have to buy his book to get it because it's in my website with Randy's permission. But building a good grading system is a really big deal, it makes teaching easier. If you've never taught from a, a big ideas focus we're really missing stuff out, we're really missing out of an effective tool in our toolbox. If you go in to the folder every time I mention a topic there will be at least one or two, three, four articles to read. As soon as Doug Carnine got me to teach from a big ideas focus it made my job an awful lot easier because I'm giving students a scaffold for understanding what it is I'm trying to teach. Now when I teach all of my classes when students read they're supposed to be able to link what they're reading to at least one of my class three to four big ideas. And if they can't do that I haven't done my job. If you don't know how to do some of these things these are the things that I would be targeting my early adopters with in my first year.

00:47:03

Dr. Shinn: Find the people who are always looking for competitive advantage, your bold people and get them going on some stuff. It makes a huge difference in terms of your implementation. All right we get to sort of the end here, these are all little things we can do. We can take a look at the video, there is all the steps on QuickTime we can do a bunch of polls. There is more information on this stuff, the whole bottom line is to be able to help you leave here today and tomorrow with a little bit clearer idea of some things to react to. If you had to sit down and say what would be the things you'd want to prioritize first, second, third or fourth or we're not interested in that, or we're fine and we don't need to do anything, hopefully that wouldn't be any of you but you never know. They'd have at least some basis for sorting through some things to read and some things to discuss. It's really close to you being done, I'm guessing you're gonna have a good day tomorrow.

00:48:02

Dr. Shinn: Does anybody want to use this as their springboard to get people ready for tomorrow, it's the transition plan?

Dr. Cave: --good information, oh I have a microphone. And I just want to say we always appreciate it when you come to Virginia to work with us so thank you.

Dr. Shinn: I hope to see some of you at the football game, Regina's winery on probably Saturday morning.

Dr. Cave: That's why all the reference to adult beverage and, and where is Regina? Tomorrow, tomorrow will be your opportunity then to reflect to apply not only what Mark has gone through today, but also the things that we've been working with for a while. It'll be a nuts and bolts, very much a planning opportunity for you. you should walk away tomorrow with some good work done that you want to take back and use when you get home.

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00:49:09

Dr. Cave: It's you're in a beautiful surrounding, in a quiet space with lots of guidance from the coaches you will be able to do some good work. So we're looking forward to that, once again thank you so much. Every time you speak I have just tons of notes. Oh and there is the wine mistress.

Ms. Pierce: Getting a bad reputation, anybody who is doing a presentation tomorrow of the divisions meet us as soon as we're done meet us very quick back at Susie's table.